



A STUDY ON THE IMPLEMENTATION PATH OF MORAL EDUCATION IN ENGLISH WRITING TEACHING

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ABSTRACT

Moral education is the internal requirement of the teaching reform in colleges and universities. The core is to tap the ideological and political education resources of different disciplines and professional courses, and establish an organic, unified, full-disciplinary, all-round and full-function ideological and political education curriculum system; and judging from the inherent requirements of curriculum construction, curriculum is a carrier of ideological and political education, with a distinct education function and value orientation. English majors come into contact with western culture more in the learning process, and are susceptible to the influence of Western culture and ideas. As the core curriculum of English majors, English writing mostly focuses on the teaching of English writing skills, and lacks guidance on students' thought. This article starts from the three aspects of writing theme selection, class discussion and writing evaluation. It explores and practices moral education for English majors in English writing course, and reflects on the implementation of moral education teaching in major courses for English majors in order to make students better educated morally.

KEYWORDS : English major, moral education, writing

1 INTRODUCTION

General Secretary Xi Jinping of the CPC Central Committee pointed out at the National Conference on Ideological and Political Work in Colleges and Universities that "to make good use of classroom teaching as the main channel, ideological and political theory courses must be strengthened in the process of improvement, enhance the affinity and pertinence of ideological and political education, and meet the needs and expectations of students' growth and development. All other courses must guard a section of the canal and plant a good field of responsibility, so that each course and ideological and political theory course go in the same direction, forming a synergistic effect. (Xi, 2017). Ministry of Education issued the "Guidelines for the Ideological and Political Construction of Colleges and Universities" in 2020, emphasizing that moral education is the responsibility of every teacher (Ministry of Education, 2020).

It is the fundamental task of education to cultivate morality of university students. All this shows that teachers should undertake the sacred mission of teaching and educating people. Moral education is a new term that has appeared in recent years. Its essence is in the same line as "preaching, accepting career and solving doubts", but it only highlights the role of "curriculum" in the implementation of teaching and educating people. Holding this "bull's nose", moral education will have a foothold and a starting point (Wen, 2021).

H.Stern (1983) regarded sentiments and values as one of the four goals of foreign language education, and pointed out that in the process of language learning, learners will be affected accordingly in terms of ideological sentiments, attitudes, and values. (Stern, 1983) In foreign language teaching, it is necessary to internalize external knowledge and feelings into students' internal and stable personality and psychological quality.

This is highly consistent with General Secretary Xi's call for colleges and universities to actively carry out the ideological and political construction of various courses, highlight the education orientation of professional course education, make major courses "ideological and political", and infiltrate the guiding ideology of moral education in professional course teaching.

2. Research background

In recent years, many domestic researchers and scholars have discussed the connotation and implementation path of

moral education.

Regarding the connotation of moral education, Wu Weifen, Zhang Yazhen, Miao Sen (2020) pointed out that moral education refers to the fundamental task of colleges and universities, that is to say, to accomplish the basic task of what kind of talents and how to cultivate talents for the country and promote ideological and political work. Throughout the whole process of teaching, it is important to realize the whole process of educating all-round people. A correct understanding of the connotation of moral education is to promote its construction and the goal of educating people.

Moral education is an inherent requirement of the teaching reform of ideological and political education in colleges and universities. Its core lies in excavating the ideological and political education resources of different disciplines and professional courses, and establishing an organic and unified, all-discipline, all-round and full-effect ideological and political education curriculum system; From the perspective of the inherent requirements of curriculum construction, curriculum is the carrier of ideological and political education, and has a distinct educational function and value orientation. According to the internal requirements of curriculum construction and educational goals, teachers should strengthen the understanding of moral education, clarify the requirements. promote the integration of moral education elements, improve the ability of moral education, and improve the teaching mode of moral education which are the five ways to carry out the infiltration of curriculum construction and education to achieve the goal of curriculum education.

Wang Xuejian and Shi Yan (2020) made a basic review and reflection on the connotation, characteristics, difficulties and coping strategies of moral education in the new era. It is pointed out that in the process of implementing the fundamental task of cultivating university students by virtue, the ideological and political curriculum is an important part of education and teaching that goes in the same direction and cooperates with the ideological and political curriculum. In the new era, the various strategic goals of socialism with Chinese characteristics require that all courses in colleges and universities must be responsible to cultivate students morally. Wen Qiufang (2021) explained the ideological and political connotation of foreign language courses, and proposed a framework for implementing foreign language courses ideologically and politically. From the horizontal

dimension, it can be subdivided into four ideological and political chains, namely content chain, management chain, evaluation chain, teachers' words and deeds. The chain provides specific operational suggestions for the ideology and politics of foreign language courses at the practical level. Regarding the implementation path of moral education, Deng Yueping (2018) designed the teaching process of comprehensive English. Comprehensive English textbooks are rich in content and involve many aspects of social life. Except language knowledge, they provide a large number of fresh materials for the penetration of moral education. Studying their moral significance helps to realize the goal of cultivating the morality of university students. Teachers can start from the moral goal of comprehensive English, put forward the teaching design of their curriculum construction, and discuss their significance with specific examples of classroom teaching activities.

3.The implementation path of moral education in English writing teaching

The ideological and political focus of the English writing course is how to study the content of the text, fully explore the teaching materials, and break down the knowledge to be taught, especially the attitudes, emotions and values to be cultivated, and subtly integrate and penetrate into the introduction of writing skills with the teacher's explanation. In the process of writing teaching, the setting of moral goals of the course must be based on the text, and higher than the text. Otherwise, the moral goals that are separated from the text will not be sustainable. Traditional foreign language teaching focuses on language proficiency goals and emphasizes solid basic skills.

On this basis, the ideology and politics of foreign language courses are more prominent in value shaping, but they are not meant to reduce language requirements. In the design of lesson plans, knowledge, ability and ideological and political goals can be presented side by side as independent modules, but in terms of internal logic, the three should be integrated, logically related, and organically integrated. The goal of language ability is always explicit, but the goal of ideological and political teaching should be transformed from teachers' traditional implicit design and students' implicit learning to teachers' explicit design and students' implicit learning. The principle of moral education should be cultivating students silently.

Firstly, selecting writing topics carefully. Contemporary university students have obvious personalities and strong self-awareness. In the process of teaching English writing, teachers should actively select topics for writing, so that students should attach great importance to the pride of being the sons and daughters of China and the successors of socialism or self-value to the society. Make students think more deeply about their life goals and life values by choosing the appropriate writing topic. Teachers can also effectively integrate socialist core values into the writing lectures. The process of topic selection is led by teachers, and it can also make it easier for students to accept the transmission of these positive and large amounts of information without prior preparation. In the process of selecting topics, teachers should pay attention to cultivating students' correct ideological concepts, give full play to the moral quality of teachers, and strengthen the efforts of ideological and political education (Li, 2021).

Secondly, get to know the students' state of mind through the discussion of the topic. In the process of teaching English writing, teachers should fully understand the students' state of mind and take effective strategies to improve students' English writing efficiency. For example, in the process of group discussion, students' writing skills and oral expression ability

should be taken into consideration, so that top students can play a leading role to help those underachievers to improve writing effectively. In the process of writing learning, we should constantly reflect and explore, so as to improve the original learning method and improve the overall learning efficiency. It is necessary to conduct more writing exercises to allow students to use their brains. Real-life writing can also be revised accordingly through example explanations or word spelling and collocation, etc., so that students can discover their own problems in the writing process during the teacher's explanation process, and make corresponding adjustments, which can also fundamentally help students improve their writing skills. In the process of peer evaluation, students are encouraged to fully express their opinions, enthusiastically point out problems in peer writing, help each other and make progress together. Teachers should actively give corresponding guidance, and at the same time solve some language problems with the help of modern information means.

Thirdly, writing evaluation methods should be diversified. Evaluation is an indispensable part of writing teaching. Teaching evaluation is the criterion for curriculum construction, teaching development and teaching effect evaluation. The teaching evaluation of moral education in English writing should be combined with the process evaluation and the result evaluation to make a comprehensive score. In view of the students' process evaluation, teachers subdivide their usual grades into multiple modules, adhering to the principle of fair and just grading, and grade students' participation in classroom activities such as English presentation, brainstorming, group discussion reporting, and group information transmission, etc. The score is included in the usual grades, and the corresponding points are deducted for cases such as being late for no reason, truancy, leaving early, and failing to complete homework on time (Xu, 2021). In addition to evaluating and giving feedback on students' compositions, teachers should also encourage students to do peer evaluation, and at the same time include the mutual evaluation into their usual grades according to a certain proportion. This evaluation method effectively avoids the one-size-fits-all assessment of students' learning effects, makes the evaluation more scientific and reasonable, and avoids the learning psychology of students cramming before exams, so that students pay more attention to the daily learning process (Guan & Li, 2019).

4. CONCLUSION

This paper expounds the implementation path of moral education in the process of English writing from three aspects: topic selection, topic discussion and evaluation form. In general, university teachers need to carry out multi-perspective, multi-dimensional, multi-faceted, continuous, systematic and reflective exploration and practice in order to integrate moral education into the actual teaching of English writing courses for English majors. While imparting writing knowledge and cultivating writing ability, teachers of English writing courses need to further excavate and extract effective ideological and political elements to improve the timeliness, appropriateness and appropriateness of moral education teaching and value shaping, so as to give full play to the function of moral education, and guide students to form a correct world outlook, views on life and values by "moistening things silently", so as to cultivate the new era socialist builders and successors who are patriotic, inspiring, truth-seeking, and practical.

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